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CAMPING MAGAZINE



FEATURING

Fitting Camp into the Year-Round
Recreation Program . . . Louis H. Blumenthal

A Camp Program for the Littlest Tots . . . Helen Ross

Natural History—A Model Camp
Activity Herbert Bearl

Tell Your Secrets to the Copper
Kettle Susan Alburtis

Understanding Our Campers . . . Mary Northway

A Finnish Bath for Camp . . . Wilbur S. Russell

Pioneer Eats for Winter Camping . . . C. S. Chase

Number 10 Tin Can Stoves
and Cookery Harold M. Gore

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VOLUME XI

NUMBER 9

OFFICIAL JOURNAL OF THE
AMERICAN CAMPING ASSOCIATION, INC.

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1940 ACA Convention, Asilomar, California, January 25-28, 1940

Decide Now to attend



THE SEVENTEENTH ANNUAL CONVENTION
of the
AMERICAN CAMPING ASSOCIATION
at
ASILOMAR, PACIFIC GROVE, CALIFORNIA
JANUARY 25-28, 1940

"Implementing Democracy in Camping"

Because:

1. In the convening of 500 leading camp executives from the United States and Canada, you will have an unexcelled opportunity to share ideas on camping.
2. Camping, as a business, as an agency program, an institution and a profession, cross-cuts all group work practice.
3. It is only through a Conference that camping people can:
 - Re-evaluate objectives, techniques and methods—
 - Give and receive new ideas to convert the theory into practice—
 - Accomplish through fellowship a feeling of unity in camping as a profession—
 - Clarify objectives and enumerate practices in terms of raising standards—
4. And finally, because camping, as a profession, must, in 1940, ask itself this question:
 - In the uncertainty and tension of present times, what is the major contribution camping can make to the lives of its participants, both personnel and campers?

The Convention Program:

President John Neubauer and Conference Chairman Homer Bemiss announce an almost completed program, including these guest speakers:

1. Dr. Charles A. Wilson, President of the American Camping Association and Director of the Merrill-Palmer School Camp, Detroit.
2. Dr. Bernard Mason, Editor of the Camping Magazine.
3. Dr. Ernest Osborne of Teachers College, Columbia University.
4. Dr. Lloyd B. Sharp, Director of Life Camps, Inc., member of the faculty of New York University.
5. Dr. Sigfried Bernfeldt, formerly Director of the Psychoanalytic Institute, Vienna, now a member of the faculty of the University of California, Extension Division.
6. Dr. Rosalind Cassidy, Past President of the Pacific Camping Association and chairman of the Physical Education Dept., Mills College, author of "The New Physical Education."
7. Mr. Charles E. Hendry, Director of Program and Personnel, Boys' Clubs of America.
8. John C. Neubauer, President of the Pacific Camping Association and Managing Director of the San Francisco Boys' Club.

In addition to these speakers, visiting leaders will include Wes Klusmann, former P.C.A. president and now a member of the National Boy Scout staff; C. Walton Johnson, director of Camp Sequoyah; Miss Eugenia Parker, president of the New England Section, A.C.A.; Mrs. Eleanor Eells, Olivet Institute, Chicago; Clifton Drury and Herbert Twining of the Michigan Section; Dr. A. C. Kephart, Al Wyman, Ronald Gleason and Sydney B. Markey.

The Conference theme will be "Implementing Democracy in Camping." A practical technique for the unfolding of this theme through the seminars has been devised by Norma Sims and Gladys Snyder with their seminar committee.

Seminars:

Following the Friday and Saturday morning addresses, the Conference will be divided into approximately ten cross-section groups. A chairman-recorder and a discussion leader will be assigned to each group. Points of departure will be indicated for each group to prevent duplication in the various discussions. Camping specialists will serve as resource persons in all groups. Following the discussion hour, the entire group will re-convene, with the discussion leaders forming a panel, chaired by Charles E. Hendry. The panel discussion will be unrehearsed and will represent the findings of each discussion group. Charles E. Hendry will present and evaluate conference proceedings at the Sunday morning session.

The topics for the seminars will be:

FRIDAY, JANUARY 26th:

"Camping for Every Child"

1. Subsidized Camping
 - (a) Federal and State sites
 - (b) Camper subsidy
2. Relationship of Camp to the Year Round Life of the Child
 - (a) Parents
 - (b) Home
 - (c) Friends, etc.
3. Education and Promotion (Interpretation)

SATURDAY, JANUARY 27th:

"Living in Camp"

1. Camper and Counselor Participation
 - (a) Planning, executing and evaluating
 - (b) In-camp counselor training and professional growth
 - (c) Individual adjustment of campers
 - (d) Narrative recording of individual campers' experience and of groups

Clinics, Demonstrations, Curbstones:

Informal groups will be led by specialists in the fields of program, administration, promotion, camping laws, personnel, recording, co-educational and family camping, woodcraft, safety and health, winter camping and co-ordinating home, school and camp. Emily Minton is chairman of arrangements.

Exhibits:

An unusually representative group of commercial exhibitors will display their wares in the lobby and two adjoining rooms of the Lodge. Extensive camp displays are also being arranged. Plans are being made to co-ordinate the program with the exhibits so that recreation hours can be spent in handcraft, sports, etc. Laura Kennedy will coordinate this program.

COUNSELOR PLACEMENT:

The Counselor Placement Bureau will take on additional importance and effectiveness this year because of the early meeting date. Mrs. E. H. Walter will conduct the Bureau. Counselors desiring summer positions are urged to attend the Conference and register with the Bureau, so that Mrs. Walter may arrange interviews.

Make Your Reservations Now With Convention Registrar,
Asilomar, Pacific Grove P.O., California

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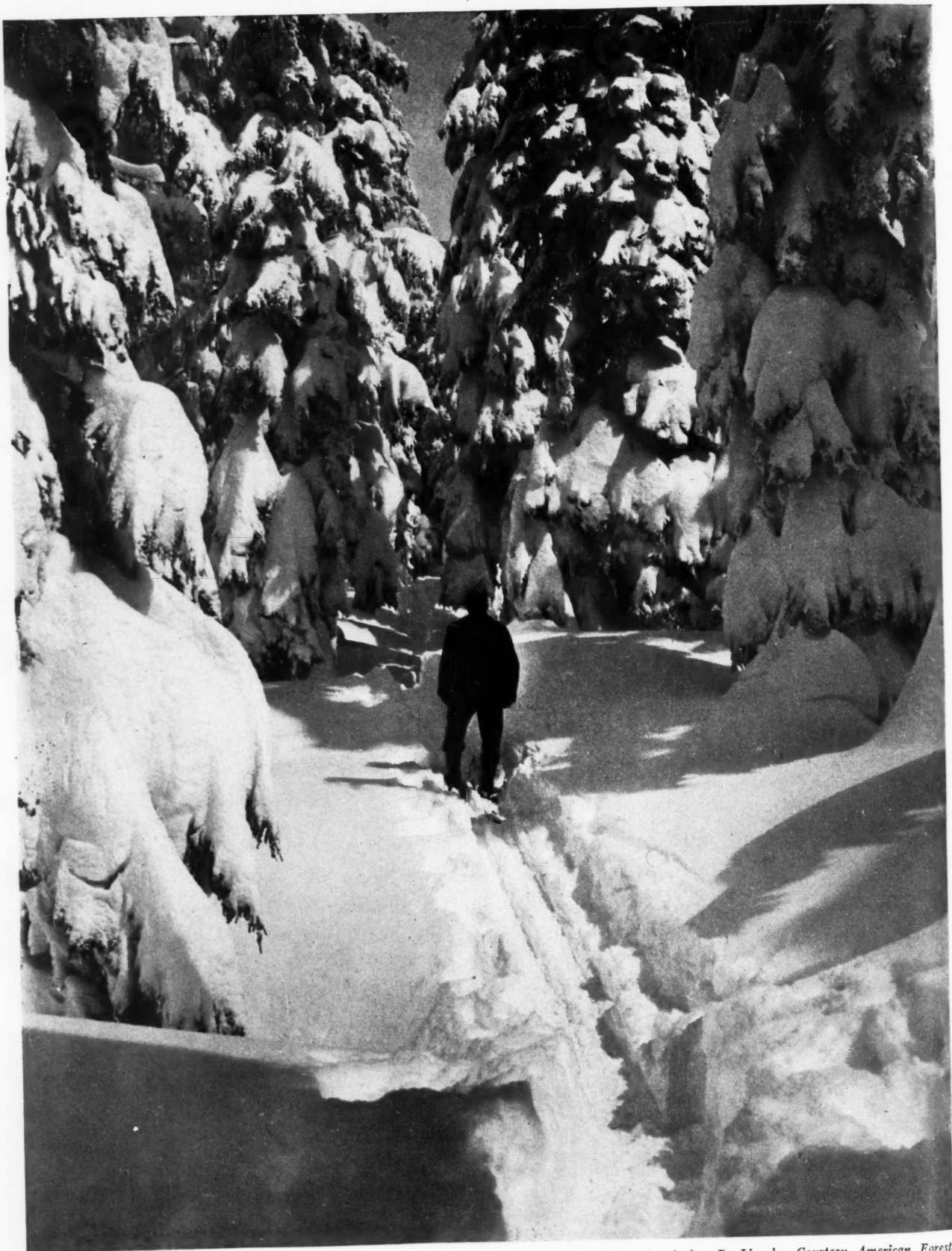


Photo by Irving B. Lincoln, Courtesy American Forests



Merry Christmas

Fitting Camp Into The Year-Round Recreation Program

By

Louis H. Blumenthal

Editor's Note.—This article is an address delivered by Mr. Blumenthal at the National Conference of Jewish Social Welfare in Buffalo, June, 1939.

CAMPING, in the main, has been an isolated experience, with no well-defined relationship to the year-round experience of the camper. Camping has been added to the program of the group-work center (hereinafter referred to as the center), but not integrated with it. Only very recently have there been evidences of efforts to synthesize the two.

In the past, camp and the center have been separated by the "escape" concept of camping. Camp was viewed as an escape from the city, from its year-round routines, its oppressive summer heat and its uncomfortable congestion. It was an escape into the great outdoors, into freedom of action and into new activity. The contrast between city and country gave content to the significance of the camping movement.

The difference in environment and in activity gives to camp its appeal and potential social power. These are important and necessary differences. However, they did tend, until recently, to create a gap between camp and center which was not conducive to an integration of the two.

An awareness of the integral relationship between camp and center emerged with the growing stress upon the child-centered as against the activity-centered program. There was the increasing emphasis of the social sciences upon the unity of the personality as requiring unity of experience for sound emotional growth. The demands and practices in the home, the school, the center and the camp, often in conflict, were pulling the child in different directions. Some sort of harmonious relationship among the various agencies dealing with the child was called for.

Common ground between camp and center was being established by the increasing overlapping of personnel; in the professional exploration of both fields in terms of objectives, standards of practice, leadership and record keeping; in the gradual convergence of much

of the philosophy, principles and concepts of both; in the increasing tendency for camps to be set up, not as independent units, but as departments of group work agencies.

With this tendency for the two fields to come together, how can their integration be made effective? For the purposes of this paper, this process of integration will be described in terms of working principles only. These principles, it will be seen, all converge on one concept, that of continuity: continuity in the quality of the child's participation, in the kind of activity, in the kind of group associations, in the quality of leadership and in the nature of individual guidance. Lastly, there is the continuity of the work of the center and camp with that of the home and the school. In other words, the principles call for an uninterrupted and consistent flow of experiences for the child over the entire year, so that the gains made in one place by way of interests, friends, attitudes and habits can be conserved and progressively advanced in other spheres of the child's activity.

In the first place, the quality of participation should be such as to lead to the development of desirable habits, of ways of doing things, of attitudes, of continuing interest in the activity. In the conduct of an activity, this calls for the following emphases: that the child learn to enjoy the activity for itself, rather than for external awards; that he secure satisfaction out of achievement; that he be given opportunities for advancing in a skill progressively scaled to his increasing capacity; that he learn cheerfully to accept the challenge of the new and the difficult. The center and camp, working toward achieving these objectives, will tend to reinforce the habits and interests gained in either place.

Second, the camp-center integration calls for an amount of continuity in the kind of activity in their respective programs. The theory has taken hold that the camp program should be markedly different from the city program. As

has been already indicated, there is much in this theory that is sound. On the other hand, practice of this theory provides for no continuity of play interests and cuts the child off from the city environment in which he must find most of his play life. On a realistic basis, it would seem that a balance needs to be struck between complete change and complete duplication of experiences as far as camp and center are concerned. This means new experience, of course, but also repetition and reinterpretation of old experience. It means outdoor sports such as hiking, fishing, boating, which, for many children may not be skilled because of lack of practice or opportunity in the city. In many instances, camp may represent the only or most strategic time for training in city skills. Camp needs to look to the city.

In the same way, the center needs to look to the camp. With no continuity operating, the camper, on his return to the city, leaves behind the skills and interests gained, to many of which he was just getting "warmed up." The activities of the camp season, instead of representing the beginnings of new horizons, are stored away in the album of happy memories which are poor substitutes for ongoing experience.

At this point, the differences between camp and center must be faced. Swimming in a lake with the outdoor setting of sky, forest and hills is not the same as swimming in an indoor pool amidst moist walls and reverberating noises. "Camp Spirit," generated out of togetherness of living in a self-contained miniature society, is different from "Center Spirit" among members who are together intermittently and for short periods. The joy and thrill of the outdoors are not likely to be found in a day camp pitched on a playground.

It is evident that camp life cannot be duplicated in the city. However, something of its spirit and its activities can be provided for the implementing of such camp objectives as the love for the outdoors, the exploration of the environment, the appreciation of natural phenomena. The camp habits of observation and inquiry can be given further practice. This continuation of camp experience can take the form of day, weekend and overnight camping, snow camps and short-term camps over holiday periods; trips to points of interest in and out of the city; picnics; trips for the study of stars, birds, flowers, rocks; boating, hiking and fishing. All these may not be possible because of

local conditions. They emphasize, however, an out-of-building type of program.

Third, camp and center can be brought together into a unified relationship when they provide opportunities for continuing group and personal associations. On the one hand, camp can organize its groups on the basis of city friendships, club units, or school and neighborhood affiliations. On the other hand, the center can build its clubs and groups around cabin and other units of camp in which a we-relationship has been developed. This basis of group organization while subject to other factors such as age, mental and emotional maturity, mutual acceptability, tends to promote year-round friendships and group associations.

It is these associations which are most meaningful to the child, perhaps the most meaningful in his total experience. The group can condition for the child the quality of his participation in activity. Group acceptance is a stimulant to readiness for new experience with the group. Satisfactions, socially shared, take on added zest. Where the group has become a cohesive one, Dimock has pointed out (*Rediscovering the Adolescent*) that children have more friendships, a greater number of interests, a common interest of persons, more frequent contacts, a greater psychological unity, and a more stable membership than those in a non-cohesive group; the activities are spontaneous and vital as against the formal activity in a non-cohesive group.

Fourth, camp and center can reinforce each other when there is continuity of leadership. This does not necessarily mean that the same persons act as leaders in both camp and center. Though desirable, it is not always possible to any great extent. The emphasis is rather on the extension of the same philosophy of leadership, by which the counselor at camp and the club leader at the center will be guided. For example, leader-dominated programs in the city tend to make more difficult the development of group-determined programs in camp. This disparity in leadership practice with its conflicts does not make for healthy growth of the child. He is torn between two ways of responding. These different responses to divergent methods of leadership were indicated in the experiments of Dr. Kurt Lewin at the Iowa University Child Welfare Station where a number of boys were divided into two groups. "One was a democratic group with an adult leader who let the youngsters decide how to work; the other,

autocratic with a leader who gave orders and criticisms without reasons. The children in the democracy were more co-operative, friendly and matter-of-fact with each other. Children in the autocracy quickly became apathetic, hostile to each other, domineering. In the autocracy, the group ganged up on one child, treated him so badly that he dropped out of the club. Thereupon the club began to bully another scaregoat."

Continuity of the same quality of leadership can be furthered by the presence at camp of at least one center staff member whose responsibility it should be to unify practices in leadership. The connecting link between camp and center, he can unite both in all the aspects of their functioning into an harmonious whole.

Lastly, camp and center can become integrally related by having in common some basic individual guidance system, and by the exchange of social and other data concerning the children. In the first place, there needs to be clarified to both counselor and club leader, a philosophy and psychology of guidance, if there is to be a consistency of practice in camp and center. Under a club leader, a child may be outgoing and co-operative, while the same child under a counselor may be retiring and disinterested. In such a situation, counselor and club leader need to get together at least by way of common guidance concepts. In the second place, health, personality and social data of children should be pooled. The records at camp should be geared into those at the center and vice versa. Camp records can be of special value to the center because of the wealth of data available. At camp, the child's personality is revealed with a detail, not possible in the center, because of the closeness of living together, the long hours of association, and the greater need to understand the child because of the intimacy of the contacts. The camp records can yield much diagnostic material for the club leader. Finally, consistency in individual guidance over the year calls for a correlation of those individual objectives set up for the child at camp with those set up for him at the center.

As so far described, this dovetailing of camp with center represents part, and only a small part, of an integrated approach to the child. Besides camp and center, there is the further impact upon him by the school, the neighborhood, and especially, the home. Teachers, neighbors, and above all, parents play their

parts in conditioning the child's behavior, attitudes, and interests. It is an interesting question the extent to which these influences are mutually helpful or opposing.

If these forces in the child's life are to be mutually helpful and are to reinforce each other, it is clear that they need to be brought into an harmonious relationship by means of some consistent and unified plan; at least to the extent that is humanly possible. What agency should take the initiative in this work of unification? Should it be the center? It would seem that the task is a serious and large one, and that the obligation to perform it is with the home or with the school. Theirs is the prior responsibility. Where home and school are not ready, willing, or able to effect the co-ordination of the parts of the child's experience, the challenge falls in the lap of the center. The history of the center is a record of the acceptance of similar challenges. In fact, its very being has grown out of meeting new social needs that have arisen in a changing society. Certain advantages lie with the center in this task. Its methods are informal, and its approach is flexible. It is bound by no legal or traditional requirements as is the case with the schools. Above all, its primary interest is not with a curriculum of studies, but with persons.

Of course, all that has been suggested in this plan for integration is much easier said than done. One is even hesitant in advancing these proposals, some of which are far reaching, in the light of the limitations of the center's resources in terms of finances, staff, facilities, techniques and methods. Encouraging however, has been the experimentation in what has come to be known as the Ann Arbor Boy Guidance Project. As described by Marshall Levy in the 1936, 1937 monographs, *Character Education in the Summer Camp*, it is a story of how a year-round program of which camp was only a part, was set up for a selected group of boys under the direction of specially qualified leaders who gave continuous direction. Group work was combined with case work in the framework of broad community co-operation with the schools, parent-teachers' associations, juvenile court, police, civic clubs, the church and others. This project has shown that "the benefits of camp life apparently are being conserved to a much greater degree than is usually the case." The need for a continuing program is brought into relief by the statement that

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A Camp Program for The Littlest Tots

By

Helen Ross

Director, Camp Kechuwa

THE program for the youngest group in camp deserves some special consideration whether the youngest age be six or nine, or older. This is because an aggregation of children under the guidance of a director and assistants tends to take on the aspects of a family, whether this tendency is fostered or not. When children leave home and parents, they look for a situation similar to the only one they know and they create it out of what they find. The youngest children in the camp are the babies of the family, no matter what their age.

My observations have been made in a camp approximating ninety campers (girls, with an age range of nine (or slightly under) to seventeen). Over a period of years, some differences in the behavior of the youngest campers began to attract my attention. They tend to stay more with their tent group (four) than the older girls; they create the family situation more quickly, i.e., they look for a mother substitute in director, counselor, or in an older camper; they consider those outside the small group as intruders and try to increase their solidarity (thus to reduce their insecurity) by forming secret clubs with codes and pass words; they follow the leader in their own group more readily than the older girls. It is noteworthy that they regard the tent very much as home. When an activity is finished, they return to the tent and wait for the next event on the program; in casual, free times, they cling to the tent and the tent neighborhood. In protecting their own solidarity, they find enemies easily in another group or in an unfamiliar counselor. These "enemies" sometimes take on gigantic proportions of badness just as the favored counselor becomes an idol of perfection. Continuing the family situation, the younger girls regard the older campers very much as older sisters, who have greater privileges than they, "get to do things" sooner, go to bed later, "think they know more," and the like. For many seasons I observed how

fractious the younger girls would become at the time of the favorite hiking trip of the older girls, a trip which had gathered saga and tradition about it, a trip which was considered too strenuous for the "littles." On one such occasion, under the leadership of a child who had suffered greatly from older sisters at home, the whole younger group turned out and seizing an opportune time, marched into the departed hikers' tents and reduced them to chaos, unmaking beds, emptying waste-baskets on the floor, scrambling clothes. Such family jealousy is well known to us all. So also is the curiosity of the younger members concerning the adults and older children. This is particularly true of girls. The younger girls always resent the secrets the older girls have with their mothers or other grown-ups. This resentment is carried into camp behavior as well. She cannot leave them at home, because they are a part of her. Every camp director is familiar with the curious little girl, or boy, who trails the grown-ups or the older campers, badgers them with questions, never satisfied with the answers.

These little girls put a great demand on our patience, but with some understanding of the roots of this behavior, we can be forbearing and helpful to them in the process of growing up, a process which is not always easy and smooth. Jealousy of the older sister, which is engendered in the wish to grow up and be like her, curiosity about adults and their affairs, need for the feeling of security which really means, "I want to be loved as much as anyone": all these things are characteristic of every child. Such behavior can not be termed badness, but must be understood as the child's way of trying to get love and attention and thus to grow into security. Such security is absolutely essential to the child's proper emotional development.

The youngest child in any group has before him graphically some of the problems of growing up. The nine-year-old in a camp where the age range is nine to seventeen would have a

different problem in a group where he is the oldest. These differences should be taken into consideration by parents (and directors) in choosing a camp. Perhaps the nine-year-old has had to battle too much already for his rights as the youngest member of the family. Then he should go to a camp where he can be among the oldest and the "looked up to." Whereas the nine-year-old who has several younger brothers and sisters might well be placed in a group where he can enjoy some of the prerequisites of the youngest. Position in the family is only one of the determinants in finding the suitable camp, but it may be of vital importance if the child has already suffered unduly from that position.

In the light of these fairly evident observations, what can we suggest for the program of the younger child? Let us keep in mind our objectives: to make the child happy, i.e., to help him adjust himself to the situation; and to make possible some measure of accomplishment. Though our objectives are the same for all ages, we should not expect too much of the younger campers. They should not be measured up to the same standards as the older ones, first, because they are younger and less experienced, and second, because of the fact that they are in a group where their position as the youngest creates some emotional strain.

The most important provision we can make for the younger camper is in choosing wise, understanding, fair-minded counselors. Some should be experienced enough to temper the more exuberant, younger counselors, who have an important place with the younger group, too, if they truly like little children. An experienced, older head counselor who knows how to use the enthusiasm of the younger ones is invaluable. All these counselors must learn how to be passive to a degree, ready to listen to bickerings without stepping in too quickly; they must be good humored and fun-loving, kind, gentle and sympathetic. It is highly important that they show greater interest in the younger children to whom they are assigned than in the older. I have seen a counselor lose her place with the younger girls immediately upon falling victim to the attractions of the older campers.

Because the younger campers feel the need of home and tend to create it in their own locale in the camp, we should take this hint from them and make their smaller domain the place they wish to return to. I believe this is

equally true for boys and girls, but I refer now more particularly to girls because of my own experience. One counselor should always be "around" between activities, after swimming when the children are getting dressed, before and after meals and at all such uncheduled times when there is a need to talk things over with an adult, or maybe merely the need to feel the warm presence of an interested grown-up. This counselor need not always be the same one, nor does she need to show her interest in any aggressive way. She may be most valuable just sitting under a tree, reading or, better still, sewing or knitting. Whittling might serve the same purpose in a boy's camp. If she be observant such a counselor learns more about the children in this passive way than she possibly can while teaching a class. Sometimes it becomes obvious to this counselor that a certain camper is too stimulated by the group. Perhaps it is possible to arrange to take this child somewhere alone, or to suggest a different activity. Children respond quickly to the genuine interest of the adult. Oftentimes a suggestion of a game will stop an incipient group quarrel. The counselor of the younger group, however, must expect a good deal of bickering. She must not be distressed that children quarrel and fight. She must regard tears as a natural expression for psychological as well as physical injury. Nor should too much be said about stoicism and good sportsmanship. Children are not born good sports; they have to learn this with growing up. The wise counselor can often further a child's social development with careful and shrewd explanation of some bit of observed behavior. She accepts the fact that children quarrel and tries to show them why they have to disagree. She sympathizes with their longing to do everything the older campers do and assures them she used to feel the same way about her big sister. She tells them she knows it is a nuisance to clean up, but it has to be done. Sympathy goes further in accomplishing our purpose than reprimand.

In general, games of all kinds are highly important for this younger group, everything from the active excitement of "kick the can" to the quiet interest of "Dog and Bone," games which do not stress achievement. Such games will originate within the group, without stimulation. Play places for such games as paddle-tennis, tetherball and the like should be near at hand. These activities should not be rigidly

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NATURAL HISTORY

A MODEL CAMP ACTIVITY

By
Herbert Bearl

AS LONG as man can remember there has been a world of plants, animals, minerals, and the innumerable phenomena connected with them; yet in this great era of technological development and industrialization we are prone to forget the nature of our ancestral environment, the nature of the environment that makes this civilization possible. The parents and educators of America have found a way of stimulating their children to study and understand the good life that springs from and around the earth; they have found a way of taking their children out of the artificially made cities and towns and introducing them to the world that man cannot make, nor can ever forget; they have found a way of showing their children a life that is different from the child's daily one yet an important factor in it. This they have done by the creation of the summer camp, and by further establishing the study of natural history as a major camp activity. However, natural history, taught as it is in many different ways in the summer camp, in addition to inspiring the youngster with a love for nature, may serve as a vital factor in teaching the same child some of the principal social concepts that youth need eventually possess as a social being; specifically, friendship, cooperation, leadership, responsibility, and in

general the need for the development of mind and body.

It is hard to believe that so many factors may be integrated for teaching natural history, yet by having these ideals in mind and applying them to the camp situation, highly satisfactory results may be obtained. It is in this application that natural history in one camp differs from that in another; it is in this application that children in some camps dislike the subject, and in others relish it. There is little doubt as to the desirability of having our children participate in a nature program in camp if nature possesses the integrated social character mentioned. Such activity would be even more satisfying if it were in great demand by the young camper. The child should do what he likes to do and not be forced to like what he does.

One of the most efficient means of interpreting and teaching social ideals is through the use of the museum—and in this instance the camp museum, which becomes one with natural history.

I have seen this activity grow from what one camper once called "sissy stuff" to a living, vitalized program for budding manhood. I have seen boys stop in the middle of a heated ball game to prepare exhibitions of various botanic

forms. There were those who even arose before the rest of the camp each morning to attend to their special duties in the museum, and those who would rather look through a microscope than go in swimming. There was one young boy, twelve years of age, I remember, who stayed away many times from the usual weekly motion-picture night so as to be able to finish his chosen museum project. Let us see, then, what it is that can capture the imagination and undivided attention of young boys at camp; let us see what it is that makes natural history a model camp activity.

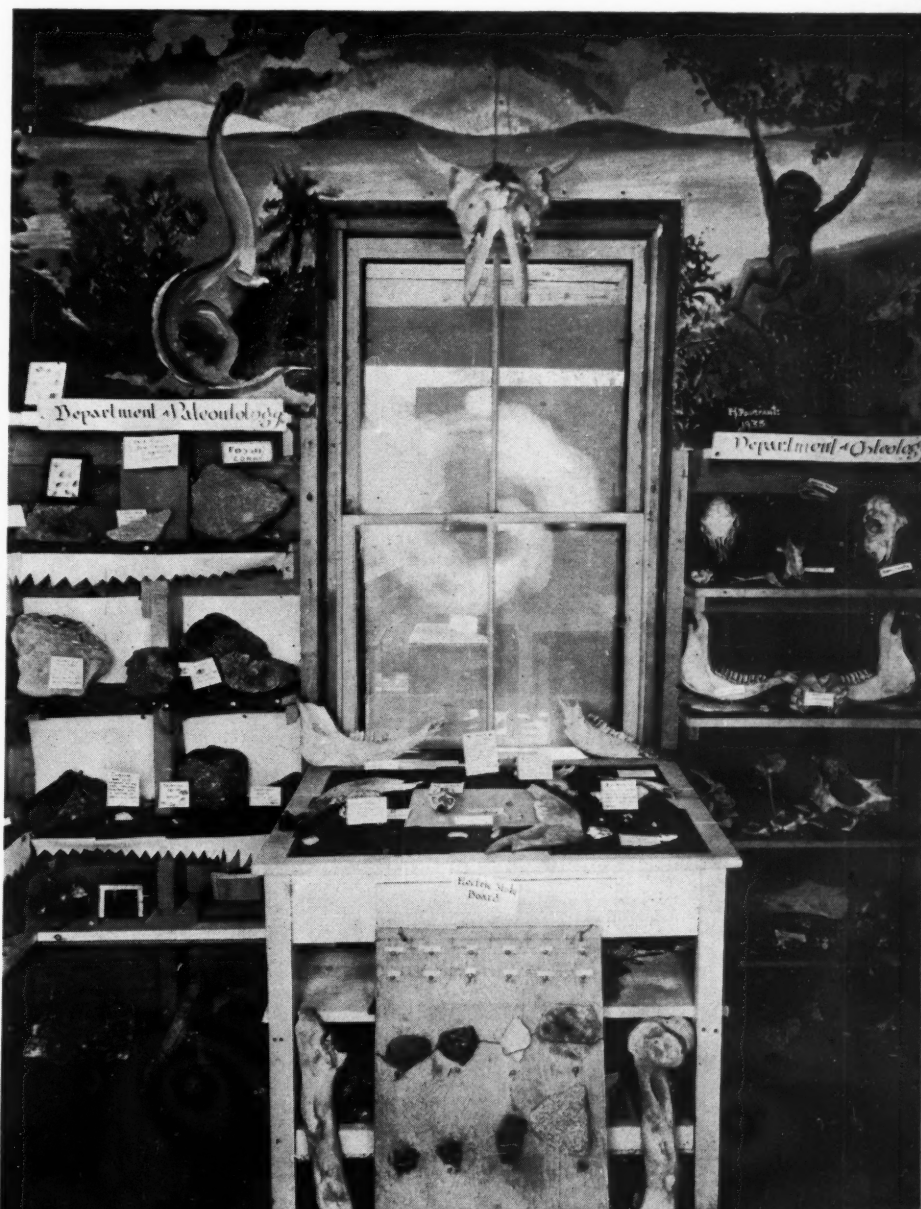
Having the museum as the center of all nature work, we find that it may or may not play a conspicuous part in camp life. In a camp there are other cultural activities, such as dramatics, handicraft, art, special school studies, and those of a similar spirit. Yet in the vast majority of these subjects we find that the opportunity for everyone participating simultaneously in the same activity is rare, especially when campers' ages differ. In dramatics the audience is invariably larger in number than the performers; handicraft depends on individual skill, and little chance for co-operation or leadership is afforded the child. In art, again we have the same situation. The untalented camper is then frightened away from participating in any of these programs during the summer, and should he devote his time to one he will have little time left for many more. Then again, in these specialized fields mentioned there is not as much chance of correlating the physical criteria with the cultural. But we shall see this is not true of natural history.

In the many cultural camp subjects we find that a state of competition exists where the counselor rather than the camper fights for domination of the activity in which he is the controlling element. This situation is reversed in a museum, for here the campers are thrown against one another as they will be when they have matured. They are confronted with life situations, situations that call on the camper's individual experience;

the young nature enthusiast is his own master. If one activity is to dominate, to any extent, it should be one that can integrate, with itself and with what it has dominated, the social criteria we have established.

The camp museum is the true children's museum; it is not only a museum for children but built by them and run by them. In the camp museum the child participates to learn and learns to participate.

There is little or no work done by the counselor staff with respect to the functioning of the museum. The counselor is an adviser and consultant. Organization within the museum parallels very closely the large museums scattered throughout the world with the difference that the camp unit is run entirely by children. Modeling the museum after scientific institutions of the same name creates a more serious purpose amongst the young naturalists than having them feel that theirs is an amateur



One corner of the Museum of Natural History showing collections of fossils and bones all found on Museum expeditions in Canada and in New England. Mural above illustrates subject matter of the departments.



The Department of Entomology shows another section of the Museum that gives evidence of scientific activity by the camper staff.

undertaking. They are not disillusioned nor do they overestimate their ability, but are content with the results of their patient and sincere labors, which they know are nothing as compared with the contributions made by their older and professional colleagues. Yet if it is only in learning what contributions the museums of the world make to humanity, the camp museum has fulfilled its purpose.

There is room for every camper to participate in a natural history program; but owing to the vast differences in ages, it becomes very difficult to instruct all these young people at the same time. To instruct each age group separately requires unnecessary repetition. The camp season is short and as little time as possible should be wasted. With a system corresponding to the professional museum's, the age difficulty is eliminated; activities of different nature and level can occur simultaneously under the direction of a scientific camper staff.

Every camper who engages in the study of natural history is given a title and one or more departments in the museum in which to work. Needless to say, they are proud of this title, for it gives them the desired amount of prestige and pride in their rank necessary for conducting their various activities within the museum.

Some departments of the museum are more popular than others and have more members. Some departments require more members. The individual who shows himself to be well versed in a definite phase of natural history is made division there is the *director*, who organizes his

departments and sees that the curators perform their assigned tasks. It takes a great deal of hard work before the boy becomes director and invariably the competition is carried over into the winter period. Although the museum is closed during the winter, boys get the habit of writing letters to each other to ascertain how much the other fellow has learned. There is always an impressive ceremony accompanying the appointment of a curator or a director; and while the ceremony and title may be termed artificial incentives, they are desirable in that they function as symbols to the receiver of the honor of having accomplished a definite amount of work and of having learned something. The greatest honor of all is to become *scientific director* of the museum. It is this official that "enforces the law" in the museum. He calls meetings of the division heads, at which time prizes and advancements are discussed; he plans trips and, in general, performs those duties that are commonly executed by a museum's chief executive.

At all times of the day campers may be found working in the museum, preparing exhibitions, writing stories for the museum magazine, printing labels, and writing reports to their superior camper officials about the state of the department for which the writer is responsible. Every morning and afternoon small informal groups of campers gather around the museum steps for specialized instruction, while young curators and assistants having definite

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curator of the corresponding department. In most cases he is the oldest boy, though this is not always true. Under each curator there is an *assistant*, an *associate curator*, and a *working staff*.

The departments may be divided among six divisions; namely, *botanical*, *geological*, *zoological*, *weather bureau*, *trails*, and *publications*. At the head of each

Dining-Room Psychology===

Tell Your Secrets To The Copper Kettle

DEVICES for smoothing rough places in camp are always appreciated. A word from a director who has used one from THE CAMPING MAGAZINE may prove of help to those who failed to read "Colorful Camp Traditions," by Miss Ruth Brown in March, 1938. Among the many traditions of the Four Winds Camp is "Geraldine, the jam jar where ideas of what one wants to eat go."

Camp Matoaka, Saint Leonard, Maryland, adapting the idea to its conditions hung an old copper kettle from the rafters in the dining room with a clever ink sketch pasted on it entitled "Tell Your Secrets to the Copper Kettle." Our dining room tables accommodate five campers and one counselor. Small groups of this size are likely to discuss likes and dislikes of food quite freely. The counselors have earnestly tried to keep table conversation away from food for one adverse criticism of a dish may cause an entire table to refuse it. A very small tablet, 2" x 3", with a pencil attached is part of a table's equipment. When a camper remarks, "I don't like oatmeal, etc.," the counselor says, "You will feel so much better if you tell that where it can be of most service to you," and handing her the tablet says, "Write a note to the Copper Kettle."

In a very short time the habit is formed of telling one's likes and dislikes to the Copper Kettle. Complimentary notes are selected and read at supper with the Copper Kettle's appreciation voiced by the dietitian. Soon notes of appreciation of a whole meal, the cooks, special desserts and salads far outnumber the complaints. Most of the notes are unsigned.

"Repeat the dessert whenever you want to, which can't be too often for a satisfied camper such as I."

"The creamed eggs were delicious. May I have the recipe to take home? Not that it will taste the same, but I'd like to try."

"I want to thank you for the Spanish chops. I am a new camper, but I knew I would like them by the talk of the old campers, and did."

By

Susan Alburtis

Director,
Camp Matoaka

"When the waitress put the oatmeal on the table my *heart* sunk because I didn't like it, but I ate some and now I like it."

"I liked everything but cabbage, but have it again and I'll try to like it."

"I thought the dinner the finest I ever had. Maybe it was because I was *hungary*."

"I thank you for the whole dinner, Copper Kettle. No other cook could be finer than Ella."

Notes to the cooks have been numerous. They are always read to them. Many a ruffled disposition on a very hot day in a very hot kitchen has been smoothed by, "I liked the rolls, so whoever made them, I thank you," or, "The best chefs in America have nothing on Ella when it comes to apple pie." Sincere appreciation of the help has been one of the achievements of the Copper Kettle.

Occasionally widely different opinions of the same dish puts one in a quandary. While considering a supper menu, our old Southern cook, Mamie, said: "Let's have corn oysters." Chesapeake Bay is known for its oysters and Maryland for its corn, so here a very light corn fritter is called "A corn oyster." From the Copper Kettle came that night:

"Please don't have corn oysters again."

"We liked corn oysters for supper. Please have some more."

Cinnamon flop is a very popular breakfast dish, especially with apple butter. Never has it had an adverse criticism. It is a thin batter baked on a sheet tin with cinnamon and brown sugar sprinkled over it. It really has become a tradition with us. From the kettle came these at the opening of camp: "We are just starving for cinnamon flop." "Do have cinnamon flop

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Understanding Our Campers === Sustaining Interests

By

Mary Northway, Ph. D.
University of Toronto

Editor's Note.—"Understanding Our Campers" is one section of a counselor's manual being published under the editorship of Dr. Northway. The first installment appeared in the November issue.

THE second criterion by which the camper's achievement towards good or poor adjustment may be appraised is on the basis of to what extent he has developed and is carrying out his sustaining interests. The first criterion, socialization, is concerned with how well the camper can fit in with other people, the second is concerned with how well he can get on himself and carry through his activities to their goals. An "interest" is indicated by what a child does when he is apparently free to do what he likes. Interests as socialization are the product of learning for the small child of necessity has activities decided for him and these are forced to their completion by adult supervision. Frequently older children, too, have every moment of the day planned for them by parents and teachers and therefore there is little opportunity for developing sustaining interests. Yet interests, or self-impelled activities are of basic necessity for the mental well being of every individual. The counselor here too must aid the process of psychological weaning and help the child develop and sustain his own activities and widen these interests as he progresses. The following sections suggest ways by which interests can be developed and directed.

1. Decision

Interests arise when the child is free to do what he likes. Therefore at camp there must be opportunity for the camper to make his own decisions. The freedom of choice must, of course, be proportionate to the child's age and previous experience. A child who has had everything done for him can not be expected to take his whole life in hand. Here again the cabin counselor is in a more fortuitous position than the camp director. Regardless of whether the whole camp program is formal or provides for choice, within the smaller cabin group unit, there is infinite opportunity for campers to make their own decisions and carry them

through. Even very little children may decide what part of the cabin jobs will be their responsibility and choose which books will be read and what games played. Campers especially in their cabin groups should have time to play informally and without ever intruding supervision. The counselor should give them as much freedom as they can use. This amount will be indicated in two ways: first, harmony within the group being maintained. When conflict, arguments, teasing and ragging occur it is time for the counselor to help in the decisions. And secondly, as long as children remain "interested." If they seem no longer to know what to do the counselor should help them. As children grow older they should be given increasing freedom to choose their activities in the cabin and in the camp until at the senior level the camper is able to plan and carry through his own program for the summer with the counselor acting only as a "consultant."

2. Carrying through the interest

It is highly important that once a camper has decided on the course of his activity he carry it through to completion, modifying it as circumstances warrant but bringing it to a satisfactory goal. If he has decided to be the "sweeper" for the cabin group then his job should be carried out efficiently and thoroughly. If he has decided to be in a play then he should arrive at rehearsal on time and come satisfactorily prepared. Because the interests which can be carried to completion are obviously limited by the ability and experience of the camper, the counselor should always be ready to help the child modify the interest into a realizable form and to assist with phases of it which are beyond the child's skill. For instance if a group of ten-year-olds decide to build a house the counselor can serve either to reduce the size of the house to be undertaken to manageable dimensions or he can secure technical help from carpenters to construct the heavy parts. If a group of seniors decide to write an opera the counselor can be a great

assistance in seeing that the length, the plot and the costume requirements are determined within practical limits and in securing help for the technical parts—such as music arrangement—which are beyond the camper's skill—from experts who are willing to cooperate in the project. The ability to make children's self-chosen activities realizable is one of the ways the counselor can contribute greatly to the child's welfare. The camper, especially the one who has had little previous experience in carrying things through on his own, may start on projects, which because of their impracticability, end in severe disappointment. The counselor's place is not to discard the child's interests as being foolish but to help him work them out and modify them into forms in which they may be handled.

3. Choice of interests

Theoretically the camper should be given some opportunity to decide and sustain any activity he wishes. However most counselors feel there are some activities more worthwhile than others and that the scales should be weighed so that canoeing rather than rummy-behind-the-barn will be chosen. While most discussions on what activities are most worthwhile at camp dwindle into meaningless controversy as to whether canoeing is a better activity than riding, there are a few general points which may serve as guide posts in deciding what interests are most worthwhile sustaining.

(a) Be sure it is the camper's *own* interest which is being developed. The interest must be thought of primarily in terms of the child, not in terms of what an adult thinks should be or what the camp program provides. That is, the activity should be related to the camper's own ability and experience. Forcing small children to listen to an excellent and profound speaker on the "Life of the Indians in the Early Days" will not develop interests nearly as effectively as letting the children make a crude Indian village in the sand. The girl whose only interest so far is the movies cannot be forced into a baseball game and be expected to become interested in sports through the mere fact of being there. The first point then in selecting what activities will be developed is, are they child centered? Do they really interest the children, and more particularly the child concerned?

(b) Other things being equal, help the child to develop interests which make use of the *natural* facilities. Lakes, streams, flowers, birds,

stars at camp are provided so that we may learn enjoyment. Campers' interests should be guided to awaken them to this world of wonder around them. Design in leaf and tree, colour in August skies, northern lights, cool embracing water, are unforgettable experiences. The counselor who does not awaken his campers' interests to these things fails badly indeed.

(c) *Help* the camper develop interests which can *grow* with him. Reading the "movie" magazines and spending summer afternoons playing table games are not necessarily worthless, but because there is not much progressive widening in the future of either field, the campers should be guided into interests which can grow as they do. An excessive reader of the magazines cannot be forced immediately into widely different interests; a clever counselor can, however, from the "movie" interest develop an interest in movie acting and make-up and then to stage acting and stage make-up and then to participation in a play and from there the whole realm of the theatre opens as a possibility.

(d) Other things being equal, (and of course they never are) help your campers develop interest which can link up with their city lives. And more than that, as we shall discuss in a later section, show him how they may be continued in the city. This does not contradict statement (b) for enjoyment of the out-of-doors can be continued forever. It does suggest that a girl who is not particularly robust but who is interested in the stage might stay at camp to take a lead in the opera rather than going on a long canoe trip. Natural facilities should be used but not over-used and interests in the theater can go on long after canoe trip days are over.

4. Acceptance of responsibility for the decision

Once a camper has decided a line of activity and carried it out, he should be helped to take the responsibility for his decision and accept the consequence of it. If his plan fails to work out the way he expected he should be encouraged not to throw the blame on others and not to expect the counselor always to make amends. Life provides its failures as well as its successes and while opportunity to fail should never artificially be provided, nor the camper allowed to embark on an undertaking which obviously leads to failure, yet if things turn out differently than he expected he should accept this objectively and without remorse. He should be helped to seek out the causes objectively and to go on with new ventures undismayed.

The counselor must then give his campers opportunity to select, sustain and widen their own interests. How well a child can work on his own initiative and persevere in his activity is a sign by which his mental well being may be appraised just as much as is his degree of socialization. The two criteria must be considered together; the one concerns the camper in his relationship with other people, the other is concerned with his own direction of himself. Appraisal of children on these two criteria will give as good a general diagnosis and prognosis of mental health as any means the counselor can use. It must be remembered, however, that as all children are different, the means by which each fits into the group and the ways in which each develops his own sustained interests will differ. No standardized forms of achievement in these things can be made.

LEARNING

As both socialization and the development of interests are based on learning, a discussion of some of the principles of learning will be considered next. The nature of learning is one of the most difficult questions psychologists have considered and one about which there is considerable controversy. One cannot, therefore, be dogmatic but merely suggest ways in which learning achieves its goals most effectively.

Learning and living are almost synonymous for so long as we live our activities and our experience change from day to day and hour to hour. They change into new forms of behaviour, new ways of thought, and as this change is progressive, it is essentially what is meant by learning.

It has been mentioned that socialization and interests are the result of learning; so too are the skills of swimming, riding, acting, making jokes, taking leadership and feeling elated or indifferent to beauty. So, too, attitudes, ideas, beliefs and ideals are the result of learning. Learning is enormously important and the counselor should always keep in mind that his campers, whether they are being formally instructed or not, are always learning.

There are certain things we as adults want children to learn. What these things are vary with what camp we belong to and with what our own learning has been. What Hitler wishes children to learn is not the same as what the democracies hope they will achieve. What a "riding" camp wants the campers to learn may differ from what camps on northern lakes re-

quire. Certain things we all want our campers to learn if we desire to develop mentally healthy citizens who participate in a democratic community. I have discussed these as "socialization" and "sustained interests." What the camp wants them to learn in addition to this is the business of the individual camp. All this chapter endeavours to do is point out ways by which those things which you decide should be learned, can be learned most effectively.

1. At the child level

Whatever you want a child to learn may be learned effectively if it is presented in the way the child understands it. The thing to be learned must be at the child's level of ability and experience. That a little child cannot learn to paddle a canoe by taking it out alone on a very windy day is obvious, yet we often expect children to learn things such as kindness and religion and interest in world affairs because we present them in clear terms highly meaningful to adults. Talks on social cooperation, discussion on unselfishness, precepts on honesty will not help them to learn these things half as effectively as will a counselor who arranges opportunities for his campers to cooperate by doing their job on a canoe trip, by seeing James offering to let Bill have the best horse this time, by not letting children over half-fare age get half-fare train tickets through the camp office. A little child who lends her favourite book to a sick friend is not only learning kindness but is being kind, and the counselor by providing opportunities at the child's own level will effect learning much more quickly than will any adult propaganda. When a child is learning to ride a horse or think through an idea he will do so most effectively if the idea or the horse is proportioned to his own size.

2. Based on the interests the child already has

Children will learn most quickly things which are associated with the interests they have already developed. I have known camps where 25 parts of a sailboat have had to be learned before one can go sailing. Children are not very interested in learning names difficult to spell and to pronounce. They are interested in being in a dinghy on a windy day. Teach them on the basis of this interest. Take them out in the boat and soon they will not be asking from idle curiosity "what is that thing?" but because they need to know it in order to tell someone else to "hold the sheet" or "don't let

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A Finnish Bath For Camp

By

Wilbur S. Russell

Director,

Camp Wilderness

ANY camper who has spent from six to twelve weeks in a primitive camp where hot baths are not available can readily appreciate the luxury which a hot bath affords.

Baths in a summer camp present some little problem. It goes without saying that the tub bath is impractical. Hot showers are much more practical—they are much more inexpensive to operate; the amount of hot water needed is much less than for the tub bath, and the space needed is not too great. But a shower involves a plentiful supply of hot and cold running water, and this necessitates a plumbing system, pumps, water tanks, hot water heaters, electric or gasoline motors, and all accompanying features. No matter how you figure it, a good plumbing system is expensive and requires care. A poor one is even more expensive and requires more care.

Then there are those vigorous out-of-doors-men who believe that showers and plumbing systems have no place in camps. These leaders wish to keep their camps primitive and camp-like in character, rather than allow it to take on the combined atmosphere of a resort, a tourist camp, and a boarding school.

Long before modern plumbing was even thought of, the Finns had a type of steam bath which was simple

and very effective. Throughout northern Minnesota, Wisconsin, and Michigan, many of the Finnish Americans still use their bath houses, which consist of small wooden buildings with broad benches (usually two or three) of different heights, upon which the bathers lie. They throw water on glowing hot stones (heated by a stove) and thus produce a cloud of dense hot steam which envelops the bathers and causes perspiration to break out over the whole body. After they have sweated for some time, the skin is rubbed with soap and brushes. A bather will then be flogged gently with softened birch twigs or with cedar boughs. He will finally have cold water thrown over him and will go directly from the bath and plunge into the lake.

The first camp director to my knowledge to adopt the idea of the Finnish bath for an organized boys' camp was Mr. Frank Winters, whose camp is located at Ely, Minnesota.

At Camp Wilderness we determined to build a Finnish bath. We planned to build it of rock and cement, and so have a building which would have no fire hazard. By far the biggest part of the job was the gathering of the rocks and hauling in sand and gravel for the cement.

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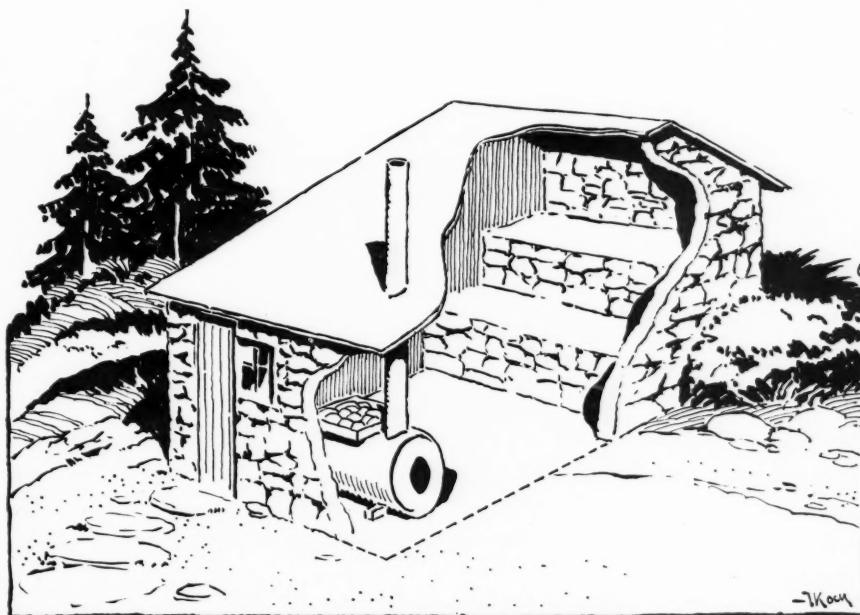




Photo by Ansel Adams, Courtesy American Forests

Pioneer Eats For Winter Camping

By

C. S. Chase

Scout Executive

Cedar Valley

Council

Minnesota

SIZZLING venison steaks in the pan on frosty mornings are among my fond memories of the homesteading days in Northern Minnesota. Venison steaks and sourdough pancakes stand out as the deluxe of all breakfasts, pancakes smothered in butter and thick yellow corn syrup—just the food to start a day in the bush. Roundsteak or vealsteak or mutton chops would make a fine substitute for venison in our winter camp of today.

The sourdough pancake is made thusly—the sourdough crock was kept continually in operation just like the “Widow’s Meal.” Some previous dough was left over to sour for a few days, but it can be made up by taking a cupful of flour, a table spoon of sugar, one teaspoon of salt and enough water to make a thin batter. A little bit of vinegar was sometimes used to hurry the souring and it was left near the stove to work.

The night before you are to make your pancakes, add flour and water and stir your batter smooth and leave in a warm place over night. In the morning dip out amount of batter you need, say two cups. To this, we add one half teaspoon of soda in warm water and a teaspoon of sugar and enough salt for proper seasoning. The sugar aids in browning the cakes. Fry on a quick fire. Maybe there is more romance than practicability in this pancake recipe.

Sourdough bread is made the same way except the dough is made thicker and allowed to rise for several hours. One time I hung a pail of dough over my hunting shack heating stove. It raised so well that the dough and lid tipped over, fell on the top of the stove, and when I returned from the hunt a nice loaf of bread was already baked—automatic baking—eh, what?

Homestead gravy was made by browning flour in a frying pan and then rubbing in lard and adding water, with salt to season. Sourdough bread, potatoes and homestead gravy filled the stomachs of the conquerors of the northwoods country of the Great Lakes Region. I know because I was one of them.

Tea was the drink of the bushman. Light and easy to carry. Easy to make in any strength. Never boil it. Bushmen seldom use sugar and never cream. One time I tried some Labrador tea on a group of Scout Leaders. One fellow yelled, "My God! I am poisoned," after he tasted his cup. Labrador tea grows all over the north country and is an aromatic shrub, sometimes used as a substitute for tea.

The Voyageurs who conquered the Northwest ate pea soup three times a day, not a soupy soup but thick mush, so thick that a heavy spoon would stand straight up in it. Sometimes small pieces of salt pork were cooked in it. One time a Frenchman and a Dutchman were camping together and an agreement had been made that the Dutchman should cook, but

when the Frenchman kicked, then he would have to cook. The Dutchman's stretch lasted a long time, so finally he said, "I'll fix that Frenchman." So he put a lot of salt in the pea soup. The Frenchman tasted the soup and yelled, "By Gar! that soup am saltee!" But realizing what he had done, he saved himself by saying, "But that's the way I like it."

Another homely dish we had was a kind of head-cheese made of rabbit. We killed and dressed a lot of rabbits, cooked them until the

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Courtesy American Forests



Number 10 Tin-Can Stoves and Cookery

By

Harold M. Gore

"FRIED tommy-toes! Fried taters! Fried onions! And FRIED STEAKS! Put 'em all together, add a bit o' jam and you've got a Hobo Club Sandwich." One Friday night last summer at Najerog the entire camp family grouped within seventy feet of the Main House, all had "Hobo Club Sandwiches" cooked on their Number Ten Tin Stoves.

Director,
Camp Najerog

lar dining room, it was announced that everybody would go outside and cook their own pancakes on their Number Ten Tin Stoves!

The flapjacks were curled, filled with Najerog's own maple syrup and surrounded by

This Hobo Stove supper-out was followed Saturday morning by a surprise cook-out. After we had had our fruit and cereal in the regu-

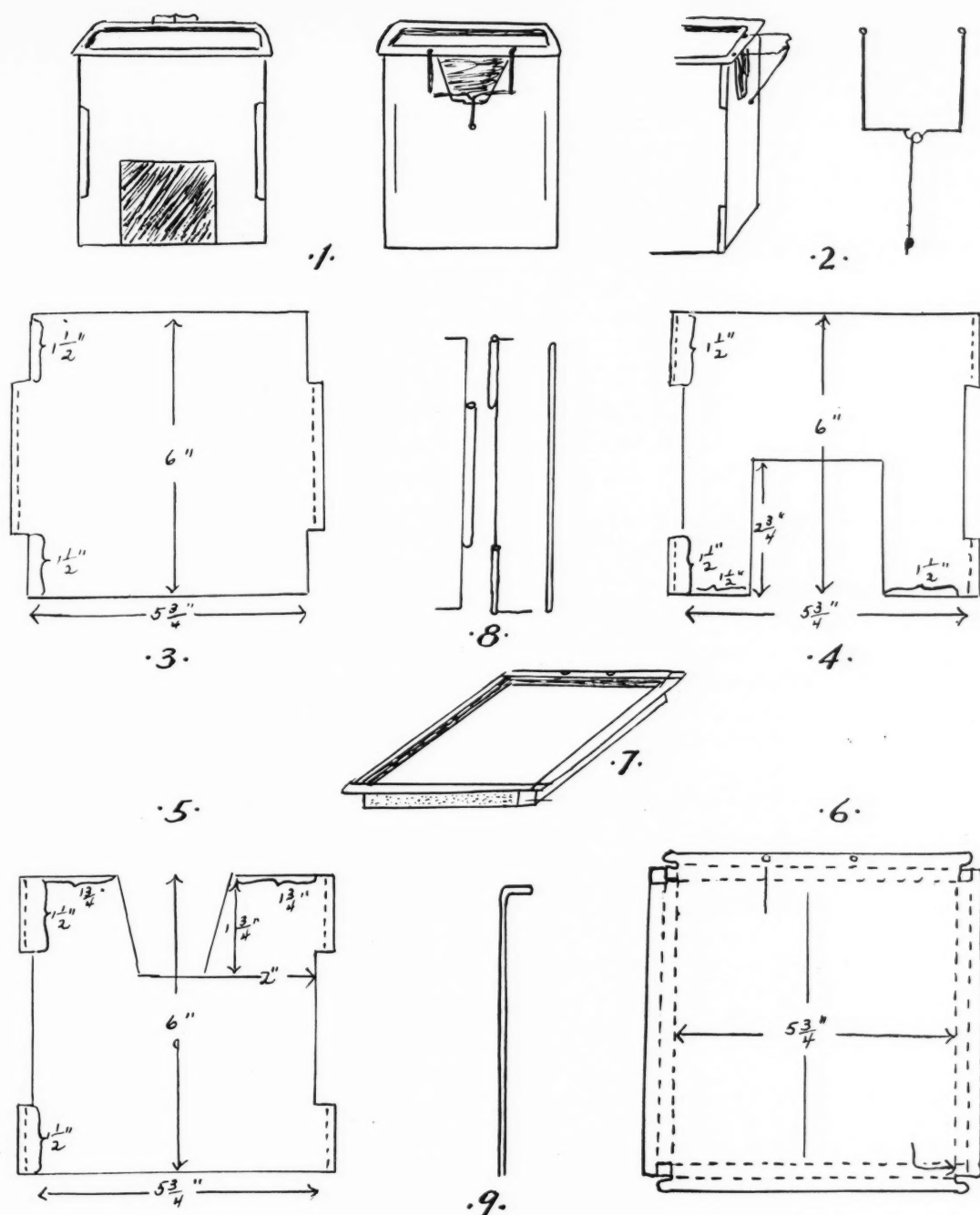
capacious mouths! One cabin had blueberries in their pancakes. Dikerog (our little girls' camp) had "man-sized" pancakes. It made a grand stunt cooking session.

But Number Ten Tin cookery is more than just stunt cooking. It adds tin-can craft to the wilderness camping cooking projects. Once one has made a Number Ten Tin Stove (Hobo Stove), it can be tossed into a pack or the back of a car and one may feel certain that he has a stove with him that will cook most anything and everything, and with a minimum of wood and a maximum of heat.

We feel at Najerog that Number Ten Tin cooking accomplishes the essentials of out-



Hobo Stove



A Collapsible Tin Stove: 1—Front and back views; 2—Details of coffeepot holder; 3—Pattern for side pieces; 4—Pattern of front; 5—Back; 6—Pattern for top; 7—Top finished; 8—Rod for joining hinges; 9—Removable rod.

door cooking practice. The techniques of fire-making and firebuilding are learned much easier, particularly by the youngsters of the lower age levels. Younger campers using Number Ten Tin Stoves get all the essentials of firebuilding, i.e., use of tinder, kindling, types of firewood, soft and hard woods, wet and dry woods, drafts, preparation, supply needed, safety, how to keep a fire going and to put a fire out. All these fire-making and fire-keeping essentials are learned without undue work, with a very small amount of wood, in a much

shorter space of time, and without the discouragement and lateness of meals that often go with cooking in the open, especially when the younger campers are first starting in to be wilderness cooks.

How to Make a Hobo Stove

The equipment needed includes a Number Ten Tin Can, such as fruit and vegetables come in, and a can-opener to cut holes in it. These cans are $6\frac{1}{2}$ inches tall and 6 inches in diameter, and can be found in any camp kitchen or
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After Five Years

Editorial

The years come and go—and go and go.

A half a decade has flown away since first we took over the editing of *THE CAMPING MAGAZINE*. Yes, five years ago this very month we were trying to visualize the magazine that would fittingly represent the camp directors' interests, trying to create our first issue. Today five volumes are completed.

THE CAMPING MAGAZINE has had many predecessors, short-lived all. And the magazine itself has had a varied existence, a spasmodic life, with editors coming and going, with intermediate periods of lusty life and complete quiescence in which no signs of an issue appeared for many months. The result was a rather complete lack of confidence in the magazine both on the part of the advertisers and subscribers.

Such was the situation five years ago, with subscribers nil and advertisers wary and suspicious of any magazine bearing the name of camping. And we had it to live down. Today this fact stands out: these past five years of regular publication and consistent editorial policy have served to re-establish confidence, particularly among advertisers, in the magazine as a conscientious, business-like organ.

We have before us our first editorial, written five years ago this month and appearing in the January, 1935, issue. In it appears this sentence: "It (*THE CAMPING MAGAZINE*) does not enter the field anew for the promotion of any special point of view or the achievement of any form of particularism less than the broad field of camping itself."

No, we had no axes to grind then, and we have none now. We have but one enthusiasm—that of *camping*, all types and kinds of camping, and all that goes to expand and improve and perfect camping. We have striven, and we still do strive, to rise above all personal inclinations, above all biases of individuals, and to

reflect the camping movement in its entirety. This is a large order: there are so many aspects of camping, and so many phases of each aspect, to cover in one small magazine. And there have been pressure groups of one type and another: there have been those who sought a heavily intellectual, a profoundly philosophical, an academic type of magazine, rich in theoretical subject-matter; and opposed to these have been the individuals who sought to know the techniques of the camp activities. There have been those who wanted a research magazine with a long view to the future, and opposed to them, the mill-run of practical camp directors who sought to run a better camp here and now. There have been those who campaigned for more material on guidance and counseling, and at the same time those who desired an increased emphasis on the teaching of skills. There have been those who classified themselves as business administrators, others who labeled themselves educators. Thus we could go on and on. Our answer to all of these has been a policy of balanced content. We have sought to cover all major aspects of camping, so far as our few pages would permit, and to overdo none.

And so for five years the editor has kept his ear to the ground and his nose to the grindstone, seeking to serve all phases of the movement, with but one reservation—that of consistency with a progressive approach to camping as it is conceived today.

For his very own, the editor has had this little Editorial page each month. And he has insisted that it never be cheapened by editorial bombast and upbraid. It must be broad, positive, constructive. "Any fool can criticize."

Perhaps the time has come to take inventory and to look at our product to see if it is good. The editor's ears are still open and his mind receptive. Together let's make a better journal.

And so we launch on the new year—and perhaps another five years. Who knows?

We wish you
The Joy of Good Camping throughout the New Year

Pioneer Eats

(Continued from Page 17)

bones could be picked out, then put the meat in an earthen crock, and run hot lard over it. When we needed meat we cut a slice and fried it lightly.

The stew kettle was always on the stove and every time we were lucky, the game was added to the kettle. The older the stew the better the taste!

I have found that clean, light fluffy snow used instead of water or milk makes dandy light pancakes.

Salt pork sliced and rolled in a flour batter and fried makes a good hearty feed for healthy out-of-door people, who are really exercising.

A good trail snack that everyone enjoys and is rather modern is made of mashed potatoes and canned corned beef thoroughly mixed and fried in patties and placed between halves of round buns—buttered. This is very filling and, with fresh fruit and a drink, makes a full meal.

Some desserts I like and are easy to make in camp are as follows:

Spotted Dog

Boiled rice with raisins. The raisins should be soaked a little first if they have been dried out by the cold weather. When done, serve with evaporated or condensed milk and sugar.

Camper's Delight

A layer of apple sauce
A layer of graham cracker crumbs
A layer of apple sauce
A layer of graham cracker crumbs
Whipped canned milk on top.

Monkey

When I was a boy I used to look forward to the times when my older sister would make what she called Monkey. She parched or browned corn meal in a cast-iron frying pan and served the meal to us children with cream and sugar. Maybe healthy young appetites helped the cause along.

Fruitsuppa

Fruitsuppa or the Scandinavian Fruit Soup is made simply by cutting up any or all of the kinds of dried fruit on hand and stewing it together until tender and done, and then thickening a little with cornstarch, or better yet with a little tapioca—not too thick. A little fresh lemon if handy is a real addition. This is a wonderful "pick me up"—nothing better for

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the tired hunter or camper!

The substitutes and the scheming to make a lot of variety out of a limited grub list were some of the interesting experiences of the trail and the homestead life up in the "Big Woods" years ago.

I know trappers who lived for weeks on porcupine meat. A surveying crew were saved from starvation by wild rice—procured from the Indians.

Reading a book by the light of tallow dips made from deer fat was an adventure in itself.

These few reminiscences may be interesting to others and if I have amused some one for a couple of minutes, I am thankful.

Finnish Bath

(Continued from Page 15)

The bath house is ten by fifteen feet (inside measurements) with walls a foot thick. There are three levels in our bath house: the lowest level is six by ten feet, the second and third levels are four by ten feet each. The second level is three feet higher than the first level, and the third is three feet higher than the second. The roof is made of two-by-fours with ordinary ship-lap nailed over it for sheathing. Ordinary tar-paper is used over this. There are three windows in the bath house placed in permanently, as the Finnish bath house is just about the only type of building where no ventilation is needed or wanted. For night baths a lantern is hung outside of the windows.

The steam is generated in the simplest manner possible. A "barrel" stove (a steel barrel with purchased fittings for legs, smoke stack, door, etc.) makes an ideal plant for heat. A strap iron rail around the top of the stove makes it possible to pile pebbles and stones on the round top without their falling off. After a fire has burned in the stove for two or three hours the stones have absorbed a great deal of heat, and when a cupful of water is poured on them, dense clouds of steam are produced. It goes without saying that a suitable guard rail around the stove is essential for safety.

The mechanics of the bath are as follows: If the bath is to be taken just before bedtime, the fire should be built in the barrel stove before supper to give the rocks plenty of time to heat. This fire should be kept going until time for the bath, which, we will say, is eight-thirty.

At Wilderness the boys enter the bath in groups of eight. A counselor is in charge in the bath and a life-saver is on the beach. The counselor in the bath house keeps the fire going, pours cupfuls of water on the rocks from time to time to produce dense clouds of steam, and keeps a careful watch on the bathers.

The boys enter the bath and, after getting accustomed to the heat on the first level, climb to the second level which is three feet higher than the first. The heat is greater at this level. Profuse perspiration breaks out and the boys rub themselves thoroughly with soap. This generally takes several minutes. The hardier boys will then climb up to the third level (or the second shelf) where the steam is much greater. A bucket of cold water and a sponge are kept on this shelf, so the boys can rinse

off their heads, necks, and shoulders from time to time.

After a boy (and his "buddy") has had all he wants, he rushes out of the bath house and takes a quick dive into the lake. They then rub down thoroughly with a coarse bath towel and go to bed.

I have heard many unbelievable tales of the effect of the Finnish bath upon the campers. In fact, I have heard claims made for colds cured, sour dispositions sweetened, and all sorts of tales. I have yet to hear of bad effects.

The afterglow is the most wonderful feeling that can be imagined. There are, however, several precautions which must be taken by the leaders. There must always be a leader in the bath house. He must see that the boys do not stay in more than fifteen minutes. Ten minutes would be preferred. He sees that there are several buckets of cold water on the top shelf so the bathers can cool off from time to time. The leader must also see that the boys leave the bath house for their dip into the lake either singly or with "buddies" so that the lifeguard can watch each boy carefully. The dip should be limited to a minute. I believe that two baths a week would be sufficient for any normal boy. The success or failure of the Finnish bath in camp depends upon the leadership.

As to cost, exclusive of labor (we built it ourselves), the total did not run over \$60.00. This included lime, cement, nails, windows, hinges, lumber, roofing, and paint. The only upkeep and care needed for the bath house is that of keeping a sufficient amount of wood sawed and ready for use.

I conclude the article with a description of a bath written by a fourteen-year-old camper, which he entitles:

My Experience in a Finnish Bath

I remember well my first Finnish bath at Camp Wilderness last summer. The bath house was just completed and at dinner we campers were informed that we could take our first Finnish bath that night. Boy, were we excited!

About eight-thirty, dressed in a pair of slippers and a towel, I went down to the beach, that being the location of the bath house. The fellows had been feeding the fire in the barrel stove for the past three or four hours. I could tell even before I went in, by the perspiration on the boys who had been stoking the fire, that inside it was pretty hot. The thermometer had reached about 120°.

(Continued on Page 25)

Tin Can Stoves

(Continued from Page 19)

commissary. Tradition has it that tramps often find their cans in some convenient dump and do all their cooking on them—thus the name "Hobo Stove."

Remove the cover, if it is still on, and invert the can. The top of the can now becomes the bottom of the stove. Cut a four-inch square opening at the bottom of the stove (see diagram). This is the draft opening and feed or stoke hole for the stove. Tin shears or a hammer and chisel may be used instead of can-opener, if desired. The edges of the tin may now be bent over to lessen the chance of getting cut when tending the fire. Pliers may be used to do this or a hammer or just a stone. Then cut the smoke hole, one inch square, at the top of the stove, directly opposite the four-inch opening (see diagram).

Sammy John, a Najerog alumnus, added a refinement to the smoke hole this past summer by dropping it down about an inch from the top. This precaution prevents fat or grease from catching fire on top, which often happens when the fires get too hot and the flames curl up over the top of the stove. Sammy used his Hobo Stove on a trip along the Green Mountain Club's Long Trail (the Footpath in the Wilderness) and was able to cook a grand meal in the rain, right inside one of the open-face shelters.

After one has cut the 4-inch and the 1-inch holes, and turned the edges, the stove is ready for use. "There just ain't no more to it!"

How to Use the Tin Stoves

To use the Number Ten Tin Stove, set it up someplace where it is level, preferably on a large flat rock. It is rather more comfortable to set the stove on a terrace, stone steps, top of a stone wall or on an altar fireplace. Check the wind! Set the four-inch opening into the wind to take care of the draft. Set up out of the other fellow's smoke also!

Be sure and have enough wood ready for cooking. Number Ten Tin Stoves require frequent stoking, but on the other hand the amount of wood and the size of wood required will not be nearly as much as an ordinary camp cook fire would require to cook the same meal.

Use tinder, kindling, and pencil-sized sticks to start. It takes very little wood; in fact, a meal can be cooked with just a newspaper for fuel! With the fire once started, campers often use a larger stick, one that fills half the stoke

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hole. As the end of the stick burns off, poke it in, just as the French Habitants do to keep their soup warm. Some campers like to build and light their fires on the ground and then set the Hobo Stove right down on top of it.

If there happens to be any varnish on the can, burn it off before any food is put on the stove. Do not feed the fire too rapidly; it will either smother or get too hot. If the top of the stove should catch fire, *do not blow it!* Smother the fire with sticks, a handy pan, or a flat rock, and let the fire cool off.

The stoves should be kept some distance apart in group cooking, so that they do not get knocked over or the neighboring campers smoked out. Number Ten Tin Stoves lend themselves very nicely to cooking in pairs.

How to Cook on the Hobo Stoves

Regular cooking utensils, i.e., fry pan or stew pan, may be used on top of the Number Ten



Tin Stove, but it's more fun to cook right on the top of the stove itself! Grease the top with a piece of bacon or have a jar of bacon grease handy. Butter may be used.

Bacon, eggs, chops, steaks, pancakes, toast, johnnycake, tomatoes, summer squash, onions, apples (with a bit of sugar), potatoes (par-boiled preferably), and even green corn may be cooked effectively on Hobo Stoves.

If eggs are to be cooked directly on top, hammer (or rather tap) the top in a bit, in order to make it concave and hollow enough to keep the egg from slipping off! It is better still to use flat rock techniques and fry the eggs in a slice of bread or surrounded by bacon, crusts, or twigs. Potatoes should be par-boiled, but not too much, to lessen the time of cooking.

Remember, a smoky old Number Ten Tin Stove cooks better than a nice clean shiny one! It makes for a better, more even heat, and there is less danger of "burning." As Basil B. Wood (that Old Duffel Bug-Master from the Randolph Mountain Club) puts it, "You don't look so much like a rookie!" Let the stove cool, wash off the top, wrap it in an old paper, or, better still, an old food bag with puckering string, pack whatever is necessary inside it, and it's all ready for the rucksack or pack basket and the next meal.

In addition to the Number Ten Tin Stove, no equipment is needed other than jack-knives. With the jack-knives, wood gadgets for turning

and handling food may be made. A couple of sticks come in handy in lifting the stove around.

Remember the most important thing about a fire is to put it out when you are through with it. This holds for Number Ten Tin fires just as much as for any other kind.

Number Ten Tin Stove Menus

Club sandwiches and griddle cakes have already been mentioned as being excellent cooked on Number Ten Tins. A favorite menu at Nagerog goes something like this: lamb chops, toast, fried potatoes, fried tomatoes and marshmallows. Hamburg steak, minute steaks, or ham and eggs may be substituted for the chops.

Make the first course into a sandwich, hold it in one hand, start eating and keep stoking the fire with the other hand, while the second course is cooking.

A Folding Camp Tin Stove

An energetic Scouter in the Hampshire-Franklin Council, Boy Scouts of America, designed a folding tin stove that has the advantage of adding a bit more challenge as a project for tin-can crafters and youngsters who like their metal work. This folding camp stove is cut out of sheet tin. The four sides are hinged together with rods, and Herbert has added a refinement on the outside of the smoke hole in the way of a coffee-pot holder.

The stove is also 6 inches square (see diagram for directions). It can be folded up, packed in a bag, along with a little wood and a set of nested tins, and it's all that's needed for a long trip.

Dotted lines in the diagrams indicate where metal is to be bent. The four sides of the stove are hinged together by bending the little flanges on the sides until a small cylinder is formed. Insert a small rod through the two sides and close the upper and lower ends by pinching the ends together to prevent the rod from slipping out.

In making the hinges, bend toward the inside of the stove on all sides except the back. This is to make the stove easier to fold up. Hinge three sides by the above method but leave the fourth side open in order to take the stove apart to fold up. The fourth side is hinged in the following way: Make a rod slightly longer than the stove is high. Bend a right angle at the top of the rod and insert in the hinge (see diagram). The rod will not slip because of the right-angle bend at the top and is easily removed when the stove is ready to be folded up.

In making the top, bend the metal along the dotted lines in the diagram, making the finished product look like the sketch, then solder the overlapping corners and the underneath strips which are bent around the corners as indicated.

Conclusion

Last summer, in fact for several summers at Najerog, more and more parents have come earlier at the end of camp and stayed over a day or two longer. This has been fun—interesting and quite worth while to everyone. However, so many parents have stayed that we finally had to recognize the fact that they were around, and parent-camper programs began to shape themselves up.

Last summer we had parent-and-camper archery shoots, softball games, trail trips, yacht jitneying, swims, and campfires. We had a marvelous Old-Fashioned Dance in costume the last Saturday night, at which everything was danced from *Nellie Gray* to the *Lambeth Walk*!

But it remained for a Number Ten Tin Cook-Out to really climax the parents' weekend. We announced the Parent-Camper Hobo Stove Cook-Out! All parents were required to get their own wood and make their own fires. Sons (and daughters) helped, of course, and it was a grand party! No extra utensils were allowed! The Cook-Out menu was hot-dogs, toast, salad, beans and coffee. Number Ten Tin Stoves were dotted all around the Main House. Mothers and Dads compared culinary discoveries and works of cooking artistry with sons or daughters. It was a splendid event, with a minimum of effort for all concerned and a maximum of fun!

If Number Ten Tins are not available, a stove may be made out of most any size or shape of tin can! The stove is a simple sort of tin craft, but it not only lends itself to objective hikes for stunt cooking but is a practical stove on the trail! The Hobo Stove is good wilderness camping medicine for the younger campers and their parents. As one mother has just written in, "We still call out 'Hobo Sam-witches, hot off the griddle'—and weren't they good!"

Finnish Bath

(Continued from Page 22)

I picked up a bar of soap and went in. When I opened the door the heat hit me in the face like someone had just opened a furnace. Quickly I went in and jumped upon the first

shelf. I decided to try that before I went any higher. Our bath house has only two shelves in it. Most Finnish bath houses have three shelves. The Finns say that the first shelf is for Americans, a race of people who can't take too much. The second being for the Swedes, a sturdy people; but the third shelf—oh, that's for the Finns, the ones who can really take it. I, being one of the weaker Americans, decided to try the first shelf first.

"Well," thought I, "that's not very hot," as the counselor tending the fire threw some water on the stones which were arranged in a basket-like affair on top of the stove. I just relaxed my tense nerves from the expected shock when a cloud of invisible, live steam enveloped my body. The heat at first was terrific, but I soon became accustomed to it. In a couple of minutes I began to sweat, and soon I was streaming with perspiration. Then I tried the second shelf—the Finns were right, that's for Swedes, not me. I took this heat with a smile for about fifteen minutes. I had to be a good fellow and stay in with the rest of the gang. Then I soaped off and took a dive into the lake. Upon coming out I felt like a million dollars. I had a tingling sensation all over my body. I don't believe that I ever felt better in my life, physically, than I did at that time. Then I dried off, ran up to my cabin, got into bed, and was almost instantly asleep.

Michigan Section Plans Trip

In connection with the Annual Meeting of the American Camping Association to be held in Asilomar, Calif., January 25th-28th, 1940, the Michigan Section is sponsoring a personally conducted tour traveling via the Milwaukee Road and the Pacific Northwest with side trip by Canadian Pacific Steamer to Victoria and return to Seattle, thence through Portland, San Francisco with sightseeing and hotels at points of interest. After the Convention they will travel via Los Angeles stopping there three days and return to Chicago via the Santa Fe R.R. after spending a full day at the Grand Canyon.

The rate for this complete scenic tour of the entire West including round trip intermediate rail ticket, Chicago return to Chicago, sleeping car accommodations as selected, sightseeing and hotels in San Francisco and Los Angeles is as low as \$115.98. (Meals while enroute and expense while in Asilomar are not included.)

The Michigan Delegation will leave Chicago at 11:15 P.M. Friday, January 19th and return to Chicago at 8:50 P.M. Saturday, February 3rd, and extend to all members a hearty invitation to join with them on their pilgrimage to the National Convention.

For further information, literature and printed itinerary please write B. F. Hennink, Michigan Farm Bureau, Lansing, Michigan (Chairman of Transportation, Michigan Camping Association) or Mr. F. A. Kennedy, Travel Promotion Agent, The Milwaukee Road, Room 703, Union Station, Chicago, Ill.



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Chicago†	9:20 am	6:20 pm	9:00 pm		
St. Louis†	11:22 am	8:22 pm			
Dallas†	5:15 pm	2:20 am	3:55 am	2:20 am	3:55 am
Ft. Worth†	5:50 pm				
L. Angeles‡	1:25 am	8:34 am	10:58 am	8:34 am	10:58 am
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The Challenger

Chicago (Lv.)	Jan. 21	10:30 pm
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Round Trip:	\$74.	Lower berth, one way, \$8.95; Upper berth, one way, \$6.80

City of San Francisco

Chicago (Lv.)	Jan. 23	6:15 pm
Asilomar (Ar.)	Jan. 25	11:25 am
Round Trip:	\$90.30.	Extra fare each way, \$15. Lower berth, one way, \$16.55 Upper berth, one way, \$12.60

THE MILWAUKEE ROAD

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BY BOAT AND TRAIN

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S. S. Dixie		
Leave Pier 51, North River, New York City	Jan. 13	11 am
Arrive New Orleans	Jan. 18	
by Southern Pacific		
Arrive Los Angeles	Jan. 21	
Fare \$135 round trip, using S. S. Dixie one way between New York and New Orleans.		

To Asilomar

Natural History

(Continued from Page 10)

tasks to perform wend their way into the different nooks and corners of the museum and surrounding countryside, at all times supervised by older and more experienced museum officials. The museum never rests: it continues to function in all kinds of weather; it becomes irresistible—and every boy in camp soon finds his way into this buzzing center of activity.

On visitors' days the curators will prove that their efforts are not in vain, that the camp museum is a unified and well-working institution. Like menacing octopi, the youthful naturalists stand in front of their departments waiting for the parent prey to pass by. When they do, they begin a long spiel on the sensational characteristics of the particular branch of natural history they know best.

The camper naturalists need no skill to participate in this model activity, for they develop techniques and skills as they learn. For instance, the curator of herpetology (reptiles), a thirteen-year-old boy, knew nothing about reptiles when he came to camp—for that matter, about any animal. He had to start to learn about this specialized field from exhibits made and labeled by campers who had been curators before him. From these, and with instructions from the director of the zoological division, he was able to master his subject and became a curator in one summer. I can cite many similar cases in other departments of boys, at first uninterested, drawn in by a museum that had become a dominant feature in a summer camp. I can cite instances of seemingly untalented children learning to organize a department of the museum efficiently and quickly.

The specially talented boys were not neglected, for those having some ability to draw and paint had been encouraged to execute

murals with nature themes for the different departments of the museum. They also made drawings for the museum magazine. Boys inclined to write were able to express themselves as editors and staff members of the same magazine. The less forward and quiet boys enjoyed and profited by the position of museum librarian and similar posts appealing to their inclinations.

But disseminating culture, urging boys to cooperate and respect friendship as they worked together, as they learned while they worked, teaching boys to assume responsibility and leadership as they taught and played, as they played while they learned—are not all; for it is of equal importance to build them up physically, to keep youth healthy. It is here where culture moved side by side with athletic activity.

The only way a museum is able to survive is by having exhibits to put in it, whether the exhibits are alive or dead, animate or inanimate. The director of the zoological division is responsible for the zoo and pools. He must organize trips to capture animals and bring them back alive. He must keep the fish pool stocked and also the turtle pool. To do this calls for boat trips. The botanical director must get plants for the botanical garden that are not common on the campus. He must always have an exhibition of wild flowers in his part of the museum, as well as mushrooms, ferns and mosses. The director of the geological division must know the location of all the nearby mines and quarries and arrange with the museum truck to convey expeditions to these places to collect minerals.

There are five types of trips that these directors have to choose from. The first is the daily trip, the favorite of the botanical division. This is a short walk which aims to keep the campers out in the sun and air. The second type is the water trip, monopolized by the pool curators. In this type canoes and rowboats are used to collect all kinds of flora and fauna. Counselors always accompany boys on this type of expedition. The third is the whole-day trip, either to a nearby quarry, a fish hatchery, or an experimental station, or a long hike through the woods in search of animals and plants. Then there is the overnight hike, also sponsored by the museum, and under the supervision of a counselor. On this trip astronomy is generally discussed and most of the small animals for the museum zoo are caught. Lastly, there is the trip to which every camper looks

forward—a five-day expedition. This final event is made up mostly of older boys while the other trips are primarily for younger campers. The small trips are conducted approximately twice each week, and seldom have more than ten staff members and one director. The boys are rewarded for their work by being chosen for these different excursions at the end of each week, but for the five-day expedition only the best naturalists of the season are selected.

Many hearts are broken each year when the names of those who are to go on the expedition are read; yet those not chosen are not entirely disappointed, for although they worked hard they learned much. Some summer they will be selected to go, too. The five-day trip covers approximately one thousand miles each year; and from every mine and quarry, from every mill and experimental station, precious specimens are shipped back to the museum to be classified and placed on exhibition by the camper staff. I accompanied these boys many thousands of miles; I have watched them eagerly hunting minerals on old rock piles; I have observed them sit side by side and sing to the hum of the auto wheels that with each revolution drew us nearer to one source of knowledge and away from another.

If anything built those boys up it was hiking out in the open under the sun, taking canoe trips and auto excursions. There is no more inspiring experience than to see youngsters searching for knowledge, searching for truth, for those little bits of life here and there that so few of us know or see, for the realm of beauty that lies just within one's grasp.

How I enjoyed watching the amateur meteorologists arguing about the weather prediction when the barometers disagreed, or more often, when the curators disagreed. It is inspiring to witness how, out in the dense woodland, far from any town or city, young boys are living two months of the year—living together, playing together, learning together. Two months each year these young naturalists delve into the mysteries of nature, learning to collect and collecting to learn; learning how to express themselves through new media; finding new things of joy and beauty.

For the American youth of today camp becomes the center of his summer life. Let us look forward to the time when the museum will become a center of camp life. Now more than ever there is a need for natural history as a model camp activity.

Tell Your Secrets

(Continued from Page 11)

two times a week." The top notch in spelling came with this: "Can't we have simon flot?" There is a great opportunity for spelling lessons offered by the Copper Kettle.

I, myself, am very fond of orange marmalade and thought, perhaps for that reason, everybody else was. I learned through the C. K. that few children care for it. Too frequent serving of it brought a flood of disapproving notes from the younger ones, the choice note reading: "Refrain please from orange marmalade." As our preserve cupboard contained a goodly amount, the cook made a jam of it with crushed pineapple. Someone asked what it was. "Matoaka conserve" was the answer. Up from the Copper Kettle came the question: "Why camouflage it?" Occasionally an artist camper expresses herself by drawing the smiling faces when "the campers saw the apple pie" or a tall willowy figure with the statement "I have lost weight eating Ella's rolls. They are so light."

At times our dietitian has asked the campers to make dinner menus and drop them into the kettle. We have served a number of them in their entirety.

This kettle has been like oil on troubled waters. There is no doubt that children gather their likes and dislikes for food from conversation of those about them. Avoid that conversation and this you get instead: "Our table wishes to express its appreciation of a very appetizing dinner. If you could see the clean plates you would know we enjoyed every bite. Thank you, Copper Kettle!"

Before camp opened a mother in an interview told me that her daughter 10 years old could not eat fish, that it nauseated her every time she tried it. The family physician said there were people who just could not, and she was one of them. The mother asked me when I served fish on Fridays please give her child a scrambled egg. It was a small favor to grant. Friday this year was the sixth day in camp. The Copper Kettle had started its work by that time. Fortunately, I forgot the request. Fish was served. Elizabeth ate it without a remark and was not sick nor did she ever ask for a scrambled egg. At the close of the season her father wrote me: "Elizabeth has had a splendid summer at your camp. I wish to ex-

press to you my appreciation of the training she has had in her diet, resulting in a very fine physical condition."

So I express my appreciation of one of the traditions of Camp Four Winds.

Program for Tots

(Continued from Page 7)

scheduled, but offered informally. Nature Study appeals to this younger group more than to the older, in my experience, but, again, of an informal nature. The younger members are the collectors of the camp, as piles of pollywogs, piles of rocks, and the like testify.

The drama appeals to all ages, but the younger group probably enjoys play-acting the most. This, too, should be allowed ample opportunity to express itself. Just "dressing up" is sometimes more fun than a real play. I have found it profitable to start plays within the age groups, then later combine the several ages in more complex performances.

Trips for the younger children should be planned to meet their interests and endurance, and they should be as different as possible from the trips of the older campers. They should not be a rehash or a cutdown of the trips of the others. Such a trip is no more acceptable than a handed-down, outgrown garment.

Building things, making things of wood is far more congenial to the younger camper than fine art work. A good workshop is here more to be desired than a well equipped studio. When such activity can be used in a community project for the younger campers, we can teach, subtly, a good lesson in cooperation. After the building is completed, however, we must not be surprised if the consolidated group will wish to exclude all others.

Observations and suggestions could be multiplied far beyond the scope of this brief paper, the chief point of which is an appeal to let the camp program follow the child's development. We can not expect the same from the nine-year-old as from the sixteen-year-old. Nor do we wish to spare him all the qualms of growing up. We want to help him to live amicably in a world of brothers and sisters and in a society which demands a recognition of the rights of others, but we need to remember that this is a slow process, achieved through growth and greater experience, not by formula, rule, and trophy.

Sustaining Interests

(Continued from Page 14)

it luff." Children may not be interested in symphonies, most of them are in dance records. Declaring we will have a symphony evening tonight for everyone will not hasten a love of music. Playing the minuet from the Jupiter when a few campers happen to be around will make at least some ask "what's that?" "That's an old-fashioned dance written by Mozart, how did you like it?" Very soon Bach gavottes and Tchaikovski dances will be played and before long there will be a group asking for symphony evenings and the Hymn of Joy will be practiced by the choir for Sunday service. Informal introduction through the medium of interests already established is the quickest and most permanent way of introducing new things to be learned. A corollary to this is that children will learn new interests because they are associated through a person in whom they are already interested. A group of children may be extremely keen on diving and very much attracted by the diving instructor's competence in this skill. If they find that the instructor is keen on music or poetry or international affairs or astronomy or economic problems they will begin to learn about these too. Interests are in this way "infectious" and the counselor teaches much more often when he is doing no formal teaching than in his instruction periods.

3. When the child needs it for use

A camper will learn very quickly anything he feels a real need of knowing. He will learn all the parts of the sail boat accurately and quickly as soon as he finds he needs to use these in order to skip a proper crew. He will learn with facility simple rules of stage craft when he finds he needs them in order to produce a skit his group are putting on. I have seen camps where canoeing has been taught on land and the strokes counted out as a gym class. The boys would have learned to canoe much more quickly by being allowed out in the canoes in a sheltered area. Then they would begin to ask about strokes because they felt the need of knowing them in order to get around the dock satisfactorily. Learning is most effective when it answers a felt need of the child.

In brief, that which we wish children to learn will be learned most effectively when it is translated into forms which are real in the child's world, at his level of ability and ex-

perience, link up with interests he has already established and it must provide an answer to a real need. These principles are as true for learning canoeing or archery as for learning socialization and to certain interests.

Summary

Let us keep in mind then as we go to our various camps the facts we have been considering. Children must be appreciated, their differences and their points of view respected; we must see them with the understanding and sympathy of a wise friend. Children must also be objectively appraised to see if they are forming life patterns of a happy and healthy sort. Appraisal may be thought of in terms of *socialization*, that is how much at home in their worlds campers feel, and what extent they are accepted by the other people composing it, and in terms of ability to develop and sustain interests. As achievement in both of these lines is the result of learning the counselor by understanding some principles for effectiveness in learning can aid and assist his campers to these goals and by doing so can make his own "anonymous contribution" to a great social process.

Year-Round Recreation

(Continued from Page 5)

"our experience is that from an educational and social work point of view the prevailing type of short-term camp is of little value; granting the immediate physical and social benefits, we have been unable to find any evidence of long-time gains."

Therein lies the challenge for the intensive collaboration of social agencies in a planned co-operative approach which will tend to insure the progressive ongoing development of the child. The integration of camp-center practices might well be the first step.

Courtesy, Union Pacific



LAKE TAHOE, CALIFORNIA

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